

**A HANDBOOK ON
AUDIO CASSETTE COURSE IN
KASHMIRI**

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A Handbook on Audio Cassette Course in Kashmiri

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FOREWORD

The recent unfortunate displacement and migration of the population from Kashmir to various parts of the country has made Kashmir a "wounded civilization". The traditional knowledge of Kashmir is slowly and gradually disappearing and the identity of the community is in peril. The worst fear is that the new generation which was born after the migration and is being raised outside Kashmir may not have access to this traditional knowledge. In order to save and make this knowledge available to this new generation, it was felt that a course on Kashmiri may help to a great extent in fulfilling this need. The Cassette Course on Kashmiri language, produced and introduced by Roop Krishen Bhat, Principal of our Northern Centre at Patiala, is a step in the direction of promoting and propagating teaching/learning of this immensely rich language. The cassettes would be invaluable tools for those who wish to use them as self-instructional materials placing it along-side our regular course materials on Kashmiri.

The areas such as Language Teaching always attracted the faculty at the Central Institute of Indian Languages, and as a result, a lot of interesting materials got produced. The present Cassette Course in Kashmiri has been produced in the same series. Our teaching materials have so far been tried out through a series of 10 months Intensive Training Programme currently offered in the seven regional centres of the Institute at three levels: Basic, Intermediate and Advanced courses. The present set is, however, suitable to be used not only for such language learners who are to be taught as a part of our programme, but also by those who have had introduction to the language through a formal system, and yet have not had chance to go beyond the basics. They cover a wide range of speech styles used in the language so that both teachers and auto-learners of Kashmiri as a L2 could benefit. The text used here are not merely instances of ideal spoken styles, they are also used to emphasize on certain recurring grammatical patterns and lexical coinages.

I congratulate the teachers who have used and perfected the material as much as the author, Roop Krishen Bhat. The suggestions, comments, criticisms from all those who may use this teaching material will be most welcome. Specific comments on the aspect of production, including typographical and other errors that may have crept in or stylistic changes could be sent to Dr. K. S. Rajyashree (e-mail: rajya@ciil.stpmv.soft.net), who heads the Publication Unit. Suggestions on teaching and use of these materials could be mailed to the Principal of our Centre in the North at Patiala (e-mail: nrlc@glide.net.in).

Udaya Narayana Singh

Mysore
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INTRODUCTION

Kashmir, better known as the heaven on earth, is the most prominent part of the Indian State of Jammu and Kashmir. Praised equally by the sages, kings, chroniclers, writers and poets, Kashmir has a very rich folk and cultural history. It remained the highest seat of learning for the scholars of India and abroad during the ancient times.

The great Indian religious schools like Kashmir Shaivism logic, Buddhism and later Islam acquired their new dimensions in the heavenly environment of the valley. A Persian poet praising the climatic conditions of the valley had gone to the extent of saying that if a roasted chicken was brought to Kashmir, it would certainly grow the feathers afresh. This being the abode of Sharda (Saraswati) or the Goddess of wisdom, Kashmir valley had the pride of originating was rightfully proud of having been the place of origin of various schools of thought.

The people of Kashmir, called *KA:shir'* locally, and Kashmiris generally, are real down to earth, simple and God - fearing people. Warm at heart, emotional and loving, they have been recognized for their intelligence and also as the best hosts. The people of Kashmir speak Kashmiri as their mother tongue, a language of the Indo-Aryan stock. Locally known as *KAshur*, the language has three regional and some social dialects. The number of Kashmiri speaker's is 30,76,398, as per the census figures of 1981. This excludes the number of the speakers in the Pakistan Occupied Kashmir (POK) across the line of control (LOC). Kashmiri language is spoken in the valley of Kashmir invariably and in some parts of Jammu and Ladhak regions of the state bordering the valley.

The ancient script in use for Kashmiri was Sharda a development from the Brahmi. But now its use remains restricted to religious scriptures and writing horoscopes. Kashmiri language is written in both Persio-Arabic and Devanagri scripts. However, the Persio-Arabic script is the recognized script even used in for the currency notes. Kashmiri is included in the eighth schedule of constitution of recognized regional languages of

India. But unfortunately it hasn't so far earned the status of the official language or even the second official language in the state of Jammu and Kashmir. As such, its use is restricted to common speech and literary activities.

Kashmiri has certain linguistic peculiarities. At the phonetic and phonological level it has certain vowels and consonants hardly found in any other Indian language. At the vowel level the cent vowels [ɪ and ʌ with their counterparts long [i: and ʌ: also thral vowel [o has certain distinctive features, which distinguish it from other similar sounds that are found in other Indian languages. At the consonant level, the dental fricative [ts] and its aspirated form [tsh] are rarely found in other Indian languages except in Marathi. At the structural level, unlike in other Indian languages, Kashmiri has a basic SVO (Subject Verb Object) word order. The pronominalization is yet another specific feature of Kashmiri. In this process the main verbs get inflected for the pronouns.

The learning material for Kashmiri is scarcely available. However, the Central Institute of Indian languages (CIIL) and its northern wing, viz. Northern Regional Language Center, Patiala, have been producing the learning and teaching material. But a need was felt to produce the present set of materials for the self-learning course.

The present course is designed to facilitate the learners to learn the language through self-teaching. The course is designed in such a way so that the learner is exposed to the aspect of pronunciation, and sentence structure in a systematic way. The meaning gets self-explained with the vocabulary items provided with the glosses. All the three levels of the language: sound, structures and meaning are presented in a simple and a comprehensive manner. The course covers a variety of structures used for the language. The levels are introduced in the simple conversation supplemented with glossary and practice material followed up with certain pattern drills for the learners to practice upon. The course also includes some excerpts from music, drama pieces and the spoken word. The course is aired at giving a basic feel of the language spoken in the natural

contexts and situations. The conversations used here in the course materials are simple, easy to use, comprehensible and natural. This course material is to ensure the faster and easiest learning. The learning becomes easy with such technically devised and designed course.

The course aims at achieving the following objectives:

1. The learner picks up the core vocabulary faster.
 - I. The structure of the language is learnt without referring to any formal grammar.
 3. The learner is able to communicate in simple language.
 - II. The listening part is expected to enable the learner to have a grip on the simple structures so as to be in a position to produce simple logical sentences.
 5. The course is user friendly.

This course comprises of two parts 1. recorded material or audio and 2. printed material or text. A learner is expected to listen to the audio and read the text simultaneously. The course is primarily focused at people who want to acquire a working knowledge of Kashmiri and the younger generation of Kashmiris living away from the natural language environment and slowly drifting away from their language and culture.

The format of the course was conceived of and designed by Dr. Roop Krishen Bhat, Principal, Northern Regional language Center, Patiala, and is based on a number of years of experience in the field of applied linguistics, mass media, and active involvement in teaching of Kashmiri language.

This script was prepared in a workshop held at the Northern Regional Language Centre, Patiala from September 11-16, 2000. We were fortunate to have a team of highly qualified and experienced scholars all of whom are well known in the field of Kashmiri linguistics. We owe special gratitude to Dr. M.L.Sar, Dr. Raj N. Bhat, Dr. Vijay Kaul, Dr. S.N.Raina, and Dr. R.L.Talashi for their contribution.

The recording and production of the course was done under the guidance of Sh. P.L.Razdan who has more than three decades of experience in broadcasting and is an Akashwani annual award winner. Sh. Razdan is a renowned drama voice. His hard work is reflected in the quality of the audio for which we are grateful to him. The artistes and other technical staff including Sh. Rajinder Raina of NRLC also deserve a mention for their contribution to this course.

This course has been produced by the Director, Central Institute of Indian languages, Mysore under the Ministry of Human Resource Development, Department of Secondary and Higher Education, Government of India. We are thankful to Dr. Omkar N. Koul, the then i/c Director, for the guidance and interest he took in this course.

The recording was done at Shivam Studio, Darya Ganj, New Delhi. The rights are reserved with the Institute. We are confident that our learners would find this course interesting and beneficial.

ROOP KRISHEN BHAT

Programmes on Pronunciation

The speech system of Kashmiri comprises of 15 vowels and twenty-seven consonants. For teaching and learning purpose these sounds have been grouped into fifteen Programmes. Nasalisation and palatalisation are the important features of Kashmiri pronunciation. These have been explained in two other Programmes. In all Kashmiri pronunciation course comprises of 17 Programmes.

One more Programme has been devoted to vocabulary development and for improving the listening and speaking comprehension of the learners.

While as most of the speech sounds remain common in world languages and need little effort on the part of learner to acquire these. There are certain typical sounds in every speech community, which need special mention and practice. Similarly in Kashmiri as well there are certain peculiar speech sounds which require extra effort on the part of learner to master.

Let us now start learning the pronunciation of Kashmiri language. We start with learning of vowel sounds first. As you are aware vowels are produced when air stream starting from lungs is made to pass through the oral cavity without any obstruction. The placement of tongue in terms of height, point of tongue involved and position of lips, i.e., rounded or unrounded are the articulatory features responsible for the production of vowels.

Programme 1

Dear learner, in this Programme we are introducing the sounds

i and i:

Listen the sounds

i i:

Listen and repeat

i i:

Now listen the sound [i] in the initial position of the following words:

insa:n ilza:m inka:r

Listen and repeat

insa:n ilza:m inka:r

Listen the same sound in the medial position of the following Words:

tim sir jin

Listen and repeat

tim sir jin

Listen the same sound at word final position

ti asi tati

Listen and repeat

ti asi tati

Now let us listen the sound [i:] in the initial position of the following words:

i:d i:ra:n i:ma:n

Listen and repeat

i:d i:ra:n i:ma:n

Listen the same sound in the medial position of the following words:

ti:l si:r Ti:n

Listen and repeat

ti:l si:r Ti:n

Listen the sound [i:] at the word final position

babli: ka:pi: jaldi:

Listen and repeat

babli: ka:pi: jaldi:

It is now assumed that you have learnt the pronunciation of [i] and [i:] and are able to speak these sounds.

Now listen to the words introduced and repeat.

insa:n i:ra:n inka:r tim i:d i:ma:n ti:l sir sir

Ti:n ti ka:pi jaldi: tati asi

Programme 2

Dear learner, in this Programme we are introducing the sounds

e and e:

Listen the sounds e e:

Now listen and repeat e e:

Before you listen some words with these sounds listen carefully the mechanism of articulation. While you pronounce the sound [e] raise the front part of tongue towards upper palate upto the middle level. Keep the lips unrounded and let the air pass through smoothly.

While you pronounce the sound [e] prolong the duration to speak its longer form [e:]

Sound [e] does not occur in initial position of any word in Kashmiri.

Listen the sound [e] in the medial position of the following words:

beni reh beh

Listen and repeat

beni reh beh

Listen the sound [e] at word final position

khe me she

Listen and repeat

khe me she

Listen the sound [e:] in the initial position of the following words:

e:sa:n e:tira:z

Listen and repeat

e:sa:n e:tira:z

Listen the same sound in the medial position of the following words:

me:z re:I be:ka:r

Listen and repeat

me:z re:I be:ka:r

Listen the sound [e:] at the final position

ba:ze: va:ze: he:

Listen and repeat the words introduced

beni reh beh khe she me e:sa:n

e:tira:z be:ka:r me:z re:I ba:ze: va:ze: he:

Programme 3

In this Programme we are introducing the vowel sounds

I and I:

Listen the sounds carefully

I I:

Listen and repeat

I I:

For producing sound [I] raise the middle of the tongue to the maximum height without making any contact with upper plate so that air passes through smoothly. The lips should remain unrounded.

For producing sound [I:] prolong the duration at the same position. These are typical vowel sounds of Kashmiri and are rarely found in other Indian languages.

Remember, vowel [I] does not occur at initial position of words in Kashmiri.

Listen [I] sound in the medial position in the following words:

patIj rIkan tIr

Listen and repeat

patIj rIkan tIr

Listen again the same sound at word final position

batI bI zI

Listen and repeat

batI bI zI

Now listen the [I:] sound in the initial position of the following word

I:Thim

Listen and repeat

I:Thim

Listen the sound [I:] in the medial position of the following words:

tI:r krI:l

Listen and repeat

tI:r krI:l

The sound [I:] does not occur at word final position.

For the sounds I and I: listen the following words and repeat:

patIj rIkan tI:r batI bI zI tI:r I:Thim

Listen and repeat again

rIkan zI patIj tI:r batI bI I:Thim

Programme 4

In this Programme we are introducing two more sounds of Kashmiri.

Listen the sounds:

A and A:

Listen again and repeat

A and A:

For producing the sound [A] centre of the tongue is raised up to the middle level in the oral cavity and air is made to pass smoothly. Lips remain unrounded.

For producing [A:] the duration of articulation is to be increased.

Now listen the sound [A] in initial position of the following words:

Ach Amir Ar

Listen and repeat

Ach Amir Ar

Listen the same sound in the medial position of the following words:

gAr dAj mAch

Listen and repeat

gAr dAj mAch

Remember the sound does not occur at word final position.

Listen the longer counterpart of sound [A] i.e. [A:] in the initial position.

A:s A: r A:I repeat A:s A: r A:I

Listen again the same sound in the medial position of the following words:

vA:j dA :r mA:j

Listen and repeat

vA:j dA:r mA:j

Please remember that sound [A:] does not occur at word final position.

It is assumed that you have learnt pronunciation of the sounds [A] and [A:] and are able to speak. Please listen and repeat the following words:

Ach Ar Ami:r gAr dAj mAch A:s
A:r A:I vA:j dA:r mA:j

Programme 5

In this Programme we are introducing the sounds:

a and a:

Listen the sounds again

a a:

Listen and repeat

a a:

Note that these sounds are very common in most of the world languages and easy to pronounce.

Listen and repeat

a a:

Listen the sound [a] in the initial position of the following words:

an az akh

Listen and repeat

an az akh

Listen again the same sound in the medial position of the following words:

lab nas khar

Listen and repeat

lab nas khar

[a] Sound does not occur at word final position.

Now listen [a:] sound at the word initial position

a:b a:s a:kh

Listen and repeat

a:b a:s a:kh

Listen sound [a:] at the word medial position

ba:g tha:l da:s

Listen and repeat

ba:g tha:l da:s

Listen the same sound at word final position

saza: sapha: ala: mahra:

Listen and repeat

saza: sapha: ala: mahra:

We assume that now you are able to produce these sounds easily.

Listen and repeat the following words:

an az akh lab nas khar a:b a:s
 a:kh ba:g tha:l da:s saza: sapha: ala: mahra:

Programme 6

This Programme introduces you to the sounds

u and u:

Listen the sounds carefully

u u:

Listen and repeat

u u:

Sound [u] does not occur at word initial position.

Listen the sound [u] in the medial position of the following words:

kunshur kuTh

Listen and repeat

kunshur kuTh

Listen the same sound at word final position

chu su hu

Listen and repeat

chu su hu

Now listen sound [u:] in the initial position of the following words:

u:trI u:kun

Listen and repeat

u:trI u:kun

Listen the sound [u:] at medial position in these words:

gu:r ru:d ku:r

Listen and repeat

gu:rru:d ku:r

Remember, vowel [u:] does not occur in word final position.

Programme 7

In this Programme we are introducing sounds

o o: and >

Listen the sounds carefully;

o o: >

Listen again and repeat

o o: >

Listen the sound [o] in the initial position of the following words:

on or os

Listen and repeat

on or os

Listen the same sound at the word medial position

son lot ton pop

Listen and repeat

son lot ton pop

Sound [o] does not occur at word final position.

Now let us listen the long version of sound [o] i.e. [o:] in the initial position of the following words:

o:I o:T o:r

Listen and repeat

o:I o:T o:r

Listen [o:] at word medial position

kho:s go:r po:sh

Listen and repeat

kho:s go:r po:sh

[o:] has a very limited use at the word final position. Listen the following words:

hato: valo: tsalo:

Sound [ɤ] does not occur at word initial position.

Listen [ɤ] at word medial position

d > d m > Th p > ph

Listen and repeat

d > d m > Th p > ph

A small number of words have [ɤ] at word final position for example

h> s>

Listen and repeat the following words:

on or os lot ton pop o:I o:T o:r
 kho:s go:r po:sh hato: valo: tsalo: d > d m > Th
 p > ph h> s>

Listen and repeat the following pairs of words:

por	po:r
bor	bo:r
kol	ko:l
bod	bo:d
khol	kh:ol
s>d	s>:d

Consonants

Now that you have learnt the pronunciation of vowels, let us talk about consonants. As told earlier there are 27 consonants in the Kashmiri language. For teaching purpose these have been divided into 8 Programmes.

Before we introduce these Programmes let us tell you about the general characteristics of consonant sounds.

While as vowels are pronounced by allowing the air stream to pass through without any obstruction, consonants are pronounced when air is made to stop somewhere in the oral cavity or allowed to pass through a very narrow passage with friction.

The consonant phonemes are defined by distinctive features like place of articulation, i.e. labial dental etc., mode of articulation like closure friction retroflexion and modificatory features like voice aspiration, etc., all consonants in Kashmiri occur at all places in a word.

Most of the consonants are similar to those of other languages like Hindi or English, which you find easy to learn. However, there are some peculiar ones like [ts] and [tsh] which require enough practice.

Kashmiri language does not have voiced aspirates as in Hindi like [bh dh gh, jh.]. Let us now study consonants as are grouped together based on their common features in the forthcoming Programmes.

Programme 8

Listen the following sounds

p ph b m

Listen these sounds carefully

p ph b m

Listen again and repeat

p ph b m

Listen the following words with the sound [p]

pa:n po:sh ka:pi:

Listen and repeat

pa:n po:sh ka:pi:

Listen the sound [ph] in the following words:

phal naphar sa:ph

Listen and repeat

phal naphar sa:ph

Listen the following words with sound [b]

bar zaba:n nab

Listen and repeat

bar zaba:n nab

Listen the following words with sound [m]

ma:l amun kam

Listen and repeat

ma:l amun kam

Listen and repeat the words:

sa:ph po:sh kapi: nab pa:n phal zaba:n ma:l amun kam

Now listen the following words and identity the sounds you have learnt in this Programme:

bar sapha kaphan pi:r ta:ph kabar pa:s amun

The sounds are:

b ph ph p ph b p m

Programme 9

Friends, in this Programme we are introducing the sounds

t th d and n

Listen these sounds carefully

t th d n

Listen again and repeat

t th d n

Listen [t] in the following words:

ta:ph va:tul mot

Listen and repeat

ta:ph va:tul mot

Listen [th] in the following words;

thal athI ra:th

Listen and repeat

thal athI ra:th

Now listen [d] in the following words:

da:l badan gardan do:d

Listen and repeat

da:l badan gardan do:d

Listen [n] in the following words

nas panun pan

Listen and repeat

taph patI tan tha:l ra:th athI
 tha:n da:l badan gardan do:d nas
 panun pan

Now listen the following words and identify the sounds you

Listened

tim dar thar sath ti:l nas

The sounds are:

t d th th t n

Programme 10

In this Programme we introduce the sounds

T Th and D

Listen

T Th D

Listen again and repeat

T Th D

Now listen some words with [T]

Ta:s maTar ku:T

Listen and repeat

Ta:s maTar ku:T

Listen the following words with sound [Th]

Tha:n paTha:n bu:Th

Listen and repeat

Tha:n paTha:n bu:Th

Listen the following words with sound [D]

Da:r paDar boD

Listen and repeat

Da:r paDar boD

Programme 11

In this Programme we are introducing

k kh and g

Listen these sounds carefully

k kh g

Listen again and repeat

k kh g

Listen some words with sound [k]

kan beka:r To:k

Listen again and repeat

kan beka:r To:k

Listen the following words with sound [kh]

kha:b dakh sakh

Listen and repeat

kha:b Dakh sakh

Now listen the words with sound [g]

gur ba:g drog

Listen and repeat

gur ba:g drog

Listen the words again and repeat

kan To:k beka:r kha: Dakh sakh

gur ba:g drog

Programme 12

In this Programme we are introducing the sounds

c ch and j

Listen these sounds again and repeat

c ch j

Listen sound [c] in the following words:

co:n beca:v koc

Listen and repeat

co:n baca:v koc

Listen [ch] in the following words:

chat achur kach

Listen and repeat

chat achur kach

Listen the sound [j] in following words

ja:n ba:ji da:j

Listen and repeat

ja:n ba:ji da:j

Programme 13

In this Programme we are introducing [ts], [tsh] two distinct sounds of the language. Listen carefully

ts tsh

Listen again and repeat

ts tsh

Listen [ts] in the following words:

lots tatsar tso:r

Listen and repeat

lots tatsar tso:r

Listen the sound [tsh] in the following words:

tsha:r latshul patsh

Listen again and repeat

tsha:r latshul patsh

Listen the words again and repeat

lots tatsar tso:r patsh latshul

Now listen the following words and identify the sounds you have just learnt by writing them:

matsh natsun ts>da:h tshor tsa:man latshul

If understood correctly the sounds are;

tsh ts ts tsh ts tsh

Listen the distinction between [ts] versus [ch] and [tsh] versus [ch] and encircle the words with [ts] and [tsh]

cor tsor chal tshal

kach katsh cam tsam

co:r tso:r anun tshInun

Programme 14

In this Programme we are introducing the sounds

s sh azd h

Listen the sounds carefully

s sh h z

Listen and repeat

s sh h z

Listen words with sound [s]

sa:l nas kasam

Listen and repeat

sa:l nas kasam

Listen some more words with [sh]

sha:l mushuk khash

Now some words with sound [h]

ha:kh phuhur paga:h

Listen and repeat

ha:kh phuhur paga:h

Listen some words with sound [z]

zid v>zul raz

Listen and repeat

zid v>zul raz

Programme 15

In this Programme we are introducing the sounds

l r y and v

Please listen the sounds:

l r y v

Listen again and repeat

l r y v

Listen the sound [r] in the following words:

ras karIz kar

Listen and repeat

ras karIz kar

Listen the sound [l] in the following words:

lab Alim sul

Listen again and repeat

lab Alim sul

Listen the sound [y] in the following words:

ya:r kaya:math ma:y

Listen again and repeat

ya:r kaya:math ma:y

Listen the sound [v] in the following words

va:n dava:th va:v

Listen again and repeat

va:n dava:th va:v

Now listen again and repeat

ras kar karIz lab Alim

sul ya:r ma:y va:v va:n

Programme 16

Palatalisation

Palatalization is an important feature of the consonantal system in Kashmiri. It is a distinctive feature and has grammatical function particularly in singular/plural distinction.

Listen

p'av	k'ul	kh'av	g'av	ph'akh	b'o:l	th'akh	D'akI
ts'al	r'eh	s'akh					

Now listen the contrast

pav	inclination	p'av	fell
kul	tree	k'ul	nail
khav	ate (me)	kh'av	ate
tshoT	dwarf	tsh'oT	impure
nu:l	mongoose	n'u:l	blue
sakh	difficult	s'akh	sand

Listen and repeat

tsel	hats'an	hA ts'
m'u:Th	a:m'an	Am
l'ad	kal'an	mA:l

Listen singular/plural contrast and repeat

	<u>Sg.</u>		<u>PL</u>
kul	tree		kul'

hol	curved	hAl'
mo:l	father	mA:l'
kho:s	bronze cup	khA:s'
hos	elephant'	hAs'
bo:g	gift	bA:g'

Listen and practice

khav kh'av tsal ts'al mu:l m'u:l lad l'ad
ral r'al

Programme 17

Nasalization

Nasalisation is a phonemic feature in Kashmiri. Vowels are Nasalized.

Listen the Nasalized vowels in the word initial position:

ãg ãz ã:ph ãt

Listen and repeat

ãg ãz ã:ph ãt

Listen the nasalized vowels in the word medial position

sh?:kh lã:n vu:Th hã:kal gã:th hã:Th

Listen and repeat

s'?:kh lã:n vu:th hã:kal gã:th hã:Th

Listen and repeat the following:

tsu:Th	ri~:Th	sh?:kh
tsõ:g	sõ:th	ãz
kã z	hã:z	T?:Th

Now listen the contrast

sag	irrigation	sãg	company
ka:h	eleven	kã:h	someone
pu:t	chick	pu:t	about
luTh	lost	lu:Th	a piece

With this Programme, we come to an end of Kashmiri pronunciation part of the course.

Vocabulary

Let us look at the vocabulary items you have heard in the pronunciation lessons. Listen, comprehend and try to remember.

ilza:m	allegation	patIj	mat (Jute)
insa:n	human being	rIkan	slip
inka:r	refusal	tI r	cut
tim	they	batI	rice
sir	secret	bl	I
jin	demon	zI	two
ti	also	I:Thim	eighth
asi	we(agen)	krI:l	insect
tati	there	tI:r	cold
i:d	Id	Ach	eye
i:ra:n	Iran	A r	good (f)
ti:l	oil	gA r	watch
si:r	brick	dA j	handkerchief
Ti:n	tin	m Ach	fly
ka:pi	note book	vA:j	ring
jaldi:	haste	dA :r	window
reh	lame	mA ;j	mother
beh	sit	an	bring
she	six	az	today
me	to me	akh	one
e:sa:n	obligation	lab	wall
e:tra:z	objection	nas	nose
be:ka:r	idle	khar	donkey
me:z	table	a:b	water
re:l	train	a:s	I came
ba:ze:	occasionally	a:kh	you came
va:ze	explained	ba:g	garden
he	hello	tha:l	plate

beni	sister	da:s	servant
saza:	punishment	Amir:r	rich
sapha:	clean	ala:	God
mahra:	sir	unus	ounce
ta:ph	sunshine	kuTh	room
va:tul	cobbler	chu	is
mot	madman	su	he (out of sight)
thal	seedling	hu	he
ra:th	yesterday	u:trI	day before yesterday
athI	hand	u:kun	that side
da:l	dal	gu:r	milkman
badan	body	ru:d	rain
garden	neck	ku:r	daughter
do:d	disease	on	brought
nas	nose	or	good condition
panun	own	os	laughed
pan	thread	son	deep
pin	pin	lot	light weight
ta:s	cards	boD	big
maTar	peas	ton	thin
Tha:nI	lid	kol	dumb
paTha:n	pathan	pop	ripe
bu:Th	shoes	por	read
Da:r	surname	o:l	nest
paDar	hooves	o:T	flour
boD	big	o:r	that side
kan	ear	kho:s	bronze cup
To:kA	earthen plate	go:r	kind of priest
kha:b	dream	po:sh	flower
Dakh	support	halo:	hello
sakh	severe	valo:	come on
gur	horse	tsalo:	run away
ba:g	garden	po:r	storey
drog	costly	bo:r	luggage

ko:l	Koul (Sir nam	d>d	milk
s>	she(out of sight)	h>	she
p>ph	father's sister	s>:d	one and a quarter
pa:n	body	po:sh	flower
ka:pi:	note book	phal	fruit
sa:ph	clean	naphar	person
bar	door	zaba:n	language
nab	sky	ma:l	goods
amun	peace	kam	less
co:n	your	lab	wall
baca:v	safety	Alim	knowledge
koc	raw'unripe	sul	early
chat	roof	ya:r	friend
achu r	alphabet	kaya:math	dooms day
kach	grass	ma:y	affection
ja:n	line	va:n	shop
ba:ji	harmonium	dava:th	inkpot
da:j	dowry	va:v	wind
lots	light weight	k'ul	nail
tatsar	heat	g'av	ghee
tso:r	four	ph'akh	powder
tsha:r	search	b'o:l	seed
latshul	broom	D'akI	fore head
patsh	trust	r'ath	month
sa:l	feast	nas	nose
kasam	oath	sha:l	shawl
A:m'	raw(Pl)	mushuk	smell
m A:l'	fathers	khash	slit
tra:m	copper plate	ha:kh	karm(vegetable)
kul'	trees	paga:h	tomorrow
shur'	children	zid	insistence
gur'	horses	v>zul	red
ãg	healing	raz	rope
Ãz	swan	ras	gravy

ã:ph	hope	karIz	debt
Ã:T	hard nut	kar	when
tsu:Th	apple	h Ã:z	boatman
T?:Th	show off		

It is now assumed that you are now conversant with Kashmiri pronunciation. Let us now listen to the Programmes based on grammar or structure.

Programme 18

I. In this Programme, you will be introduced to

A. Demonstrative Pronouns

yi	this	yim	these
hu	that	hum	those
su	that (out of sight)	tim	those
h>	that (F)	humI	those (FP)
s>	that (F) (out of sight)	timI	those (FP)

B. The question word

k'a: what

C. Auxiliary

chu	is
chi	(we) are
cha	is, are (FS and FP)

D. The vocables used are:

kalam	pen
me:z	table
maka:nI	house
masTar	teacher
ka:pi	notebook
kAmi:z	shirt
ka:r	car

II. Listen To The Conversation

A;	yi k'a chu ?	What is this?
R:	yi chu kalam.	This is a pen.
A:	yim k'a: chi ?	What are these?
R:	yim chi kalam	these are pens.
A:	hu k'a: chu ?	What is that?
R:	hu chu me:z	That is a table.
A:	hum k'a: chi ?	What are those?
R:	hum chi me:z	those are tables.
A:	su k'a: chu ?	What is he?
R:	su chu ma:sTar	He is a teacher.
A:	tim k'a: chi ?	What are those?
R:	tim chi maka:nI	Those are houses.
A:	yi k'a: chi ?	What is this? (F)
R:	yi che ka:pi:	This is a notebook.
A:	yimI k'a: cha ?	What are these? (Fem)
R:	yimI che ka:piyi	These are notebooks.
A:	h> k'a: che ?	What is that? (Fem)
R:	h> cha kAmi:z	That is a shirt.
A:	humI k'a che ?	What are those? (Fem)
R:	humI che kAmi:zI	Those are shirts.
A:	s> k'a che ?	What is that? (Fem)
R:	s> cha ka:r	That is a car.
A:	timI k'a: che ?	What are those? (Fem)
R:	timI cha ka:rI	Those are cars.
A:	yimI cha: kAmi:zI ?	Are these shirts?
R:	a: yimI cha kAmi:zI	Yes these are shirts.
A:	h> cha: kAm:z ?	Is that a shirt?
R:	na h> chanI kAmi:z, h> cha baniya:n	No that is not a shirt that is a sweater.
A:	yi cha na: ka:pi: ?	Is this not a notebook?
R:	a: yi cha ka:pi:	Yes, this is a note book.

III. In this conversation you have learnt the use of Demonstrative pronouns

yi	yim
hu	hum
su	tim
h>	humI
s>	timI

IV. Listen and repeat these sentences:

1. yi chu kalam
2. hu chu me:z
3. su chu ma:sTar
4. yim chi me:z
5. hum chi kalam
6. tim chi maka:nI
7. h> cha ka:pi:
8. s> cha ka:r
9. humI cha ka:piyi
10. timI cha ka:rI

11. yiml k'a: cha ?

Programme 19

I. In this Programme you will be introduced to

A. Personal pronouns

bI	I	yi	this
As'	we	hu/su	he
tsI	you	hum/humI	they
toh'	you (Pl.)	tim/timI	they

B. Interrogative pronouns “who”

kus (MS)	kam (MP)
k>sI (FS)	kamI (FP)

C. Forms of the auxiliary verb *a:sun* “to be”

chus	am	chas	am
chi	are	cha	are
chukh (you)	are	chakh (you Sg.)	are
chiv (you Pl.)	are	chav (you Pl.)	are

D. The vocabulary items used are:

duka:nda:r	shopkeeper
dob	washerman
cha:n	carpenter
sIts	tailor
kIIa:rkh	clerk
mulA:zim	employee
ti	also

tI

and

II. Let us now listen to the conversation.

- | | | |
|----|----------------------------------|----------------------------|
| A: | yi kus chu ? | Who is he? |
| R: | yi chu ashokI | He is Ashok. |
| A: | yi k'a: chu ? | What is he? |
| R: | yi chu duka:ndar | He is a shopkeeper. |
| A: | hu kus chu ? | Who is he? |
| R: | hu chu dob | He is a washerman. |
| A: | yim kam chi ? | Who are they. |
| R: | yim chi cha:n | They are carpenters. |
| A: | hum kam chi? | Who are those? |
| R: | hum chi slts | They are tailors. |
| A: | h> k>sI cha ? | Who is she ? |
| R: | h> cha raziaa | She is Razia. |
| A: | humI kamI cha ? | Who are those? |
| R: | humI cha nArsI | Those are nurses. |
| A: | humI cha: Da:kTarba:yi | Are those lady doctors ? |
| R: | na humI chanI Da:kTarba:yi | they are not lady doctors. |
| | humI ti cha nArsI | They are also nurses. |
| A: | tsI k'a: chakh ? | What are you? (Fem) |
| R: | bI ti chas nArIs.toh' k'a:chiv ? | I am also a nurse. |
| | | What are you? |
| A: | bI chus kIIA :rIkH | I am a clerk. |
| R: | acha: toh' chiv na: ma:sTar? | O.K.are you not a teacher? |
| A: | na bI chus nI ma:sTar | No I am not a teacher. |
| R: | d>shvay chi mulA:zim. | Both of us are employees. |
| A: | a: tsI ti chakh mulA:zim | Yes you are also an |
| | tI bI ti chus mulA:zim. | employee and I am also |
| | | an employee. |

III. Listen and repeat these sentences.

- | | |
|---------------------|--------------------|
| 1. yi kus chu ? | 6. hu chu mulA:zim |
| 2. yi chu duka:ndar | 7. su chu cha:n |

- | | |
|--------------------|---------------------|
| 3. yim kam chi ? | 8. s> chaDa:kTarbay |
| 4. yim chi Da:ktar | 9. hum chi dob' |
| 5. hu kus chu ? | 10. humI cha nArsI |

Programme 20

I. In this Programme, you will be introduced to

A. Possessive pronouns

m'o:n	mine (M)	m:e:n'	mine(F)
co:n	your	cA:n'	your (F)
so:n	our	sA:n'	our(F)
tuhund	your	tuhInz	your (F)

B. Kinship terms

mo:l	father	beni	sister
mA:j	mother	buD'bab	grandfather
petlr	uncle	pecan'	aunt
bo:y	brother		

C. Adverbials:

yeti	here	kati	where
------	------	------	-------

D. Vocabulary items

garl	home/house
pho:Tu:	photograph
hamsa:yi	neighbors
ba:zar	market

II. Now listen to the conversation "About Home"

A:	yi cha: co:n garl ?	Is this your home?
R:	a: yi chu m'o:n garl	Yes this is my home.
A:	hu kus chu ?	Who is that?

- R: hu chu m'o:n mo:l He is my father.
- A: h> cha: cA:n' beni ? Is she your sister?
- R: a: yi cha me:n' beni Yes, she is my sister.
- A: yi kus chu ? Who is this?
- R: yi chu m'o:n bo:y He is my brother.
- A: cA:n' mA:j kati cha ? Where is your mother?
- R: me:n' mA:j cha DaftarI My mother is in the office.
- A: tuhund buD' bab cha: yeti? Is your grandfather here?
- R: a: su chu yeti Yes he is here.
- A: tuhund' hamsa:yi: kam chi ? Who are your neighbors?
- R: sA:n' hamsa:yi chi hari tI ashokI Our neighbors are Hari and Ashok. This is yi chu hariyun maka:nI Hari's house and tI hu chu ashokun. that is Ashok's.
- A: shi:II cha na: tuhunz Isn't Sheela your hamsa:yiba:y? neighbour?
- R: na s> chanI sA:n' No, she is not our hamsa:yiba:y neighbour.
- A: yi kAm'sund pho:Tu: chu Whose picture is this?
- R: yi chu ra:mjiyun pho:T u., This is Ramji's picture. su chu so:n petI r. He is our uncle.
- A: TuhInz pecan' kati cha ? Where is your aunt?
- R: sA:n' pecan' cha ba:zrI Our aunt is in the market.

III. In this Programme, we have learnt the use of possessive pronouns

A. Listen and repeat

1. yi chu m'o:n garI

2. h> che cA:n' beni
3. yi chu so:n buDibab.
4. su chu tuhund hamsa:yi
5. yi chu co:n garI
6. yi chu ra;jun pho:Tu:
7. tuhInz pecan'kati cha ?
8. sA:n' pecan' cha ba:zrI

B. Listen and memorize the kinship terms

mo:l	father
mA:j	mother
bo:y	brother
beni	sister
petIr	uncle
pecan'	aunt
p>ph	aunt (father's sister)
ma:s	aunt (mother's sister)
pitur bo:y	cousin brother
pitIr beni	cousin sister

Programme 21

I. This Programme introduces

A. Possessive pronouns

tAm'sund	his(M)	tAm'sInz	her
tihund	their		

B. Color terms

sabIz	green	v>zul	red
l'odur	yellow		

C. Vocabulary items

ba:g	garden	boD	big/large
tsu:Th	apple	yA:r	pine
r>kbI	area	ko:tah	how much
kul	tree	Du:n	walnut
tse:rI	apricot	gila:sI	cherry
Tang	pear	thod	tall
modur/mAdIr	sweet	tsok/tsoc	sour
po:sh	flower	rut/rIt'	good/ fine

II. Let us listen the conversation

“*rashi:dun ba:g*”

Rashid's Garden

A: *rashi:d kati chu ?*

Where is Rashid ?

R: *su chu sri:nagarI*

He is at Srinagar.

A: *tAm'sund boD bo:y kati chu ?*

Where is his elder brother?

R: *su chu jemi*

He is at Jammu.

A: *tAm' sInz beni kati cha ?*

Where is his sister?

R: *s> cha Dili*

She is at Delhi.

A: *yi cha: tihund ba:g?*

Is this their orchard?

R: *a: yi chu tihund ba:g*

Yes this is their orchard.

A: *ba:gukr>kbI ko:tah chu ?*

What is the area of the orchard?

R: *yem'ukr>kbI chu zI kana:l*

It is spread over two canals.

A: *yim kam kam kul' chi ?*

Which trees are these?

R: *yim chi tsu: Th' kul' Du:n'
bul' tse:rI kuji ,gila:s
bul' tI Tangkul'*

These are apple, walnut,
apricot, cherry and pear trees.

A: *hu thod kul k'a: chu ?*

What is that tall tree?

R: *s> cha yA:r*

That is pine tree.

A: *k'a:h sabIz cha !*

What a green it is!

R: *tsu:Th' cha: mAdIr'*

Are the apples sweet?

A: *na yim chi tsok'*

No these are sour.

R: *yim v>zI' tI le dIr' po:sh*

These red and yellow flowers

chi rIt'

are beautiful.

III. Listen and learn

1. yi chu tAm'sund ba:g
2. yi cha tAm'sInz kita:b
3. yA:r cha sabIz
4. yi chu v>zul po:sh
5. yim chi ledIr' po:sh
6. tihund ba:g chu boD
7. yim tsu:Th' chi tsok'
8. yi chu Du:n' kul
9. tim cha tserI kuji
10. po:sh tI me:vI chi rIt'

IV. Try to remember the colour terms

- | | | |
|----|---------|--------|
| 1. | v>zul | red |
| 2. | n'u:l | blue |
| 3. | l'odur | yellow |
| 4. | saphe:d | white |
| 5. | kruhun | black |
| 6. | sabIz | green |
| 7. | gulA:b' | pink |

Programme 22

I. In this Programme we introduce -

A. Adjectives

boD	big
nAv	new(F)
mazbu:t	strong
ja:n	fine, quote
l>l kuT	small (MS)
mehanti:	hardworking
sheri:f	gentle
i:ma:nda:r	honest

B. Genitive forms

Kam'uk	of whom
maka:nIk'	of the house
maka:nci	of the house
kamran hInzI	of the rooms
lA kri hInzI	of the wood
Ti:nuk	of tin
shi:shvi	of glass

C. Reflexive Pronoun

panun	own
-------	-----

D. Other vocabulary items

va:ray	fine	pash	roof
na:v	name	darva:zI	door
ko:ta:h	how much	bith'	how (what type)
tath	to that	dA :r	window
tso:r	four	gav	be,is

II. Let us listen to the conversation about a House

- A: Nasi:ma tsI chakhi: va:ray? Nasima are you okay?
 R: aha:nu va:ray Yes. Ok
 A: yeth ka:lni: k'a: chu na:v ? What is the name of this colony?
 R: mA hju:r colony Mahjur colony
 A: yi cha: nAv ka:lni: Is it a new colony ?
 R: a: so:n maka:nI ti chu yeti: Yes our house is also situated here.
 A: ko:ta boD chu ? How big is it ?
 R: ja:n boD,tath chi tso:r kamrI Quite big, it has four rooms.
 A: pash kam'ukchu ? What is roof made of?
 R: Ti:nuk (It is made of) tin.
 A: maka:nIk' darva:zI kitth' chi ? How are the doors of the house ?
 R: bAD' tI mazbu:t Big and strong.
 A: da:ri cha: shi:shvi ? Are the windows made of glass ?

- R: kamran hInzI cha lAkri hInzI tI
kienIci cha shi:shvi
Rooms have wooden, and
kitchen has (windows)
made of glass.
- A: yi gav ja:n t>hi chu panun
maka:nI
This is good that you
have your own house.
- R: hu l>kuT maka:nI kAm' sund chu ?
Whose small
house is that?
- A: yi chu te:jun
This is Teja's.
- R: asII chu. te:ji chu mehanti:
It is fine. Teja is hard
working.
- A: a: su chu shari:ph tI ima:nda:r ti
Yes he is a gentleman
and honest as well.

III. Listen and repeat

1. maka:nIc dA:r cha shi:shiv
2. maka:nIk' kamrI chi hava:da:r
3. yemik' darva:zI chi mazbu:t
4. yem'ukpash chu Ti:nuk
5. yi kamrI chu l>kuT
6. yi maka:nI chu boD
7. te:ji chu ima:nda:r
8. ru:pI chu shAri:ph
9. viji cha tAmi:zda:r

IV. Listen and remember the numerals

- | | | | |
|--------|-----|---------|-------|
| 1. akh | one | 6. she | six |
| 2. zI | two | 7. sath | seven |

- | | | | | | |
|----|--------|-------|-----|-------|-------|
| 3. | tre | three | 8. | A :Th | eight |
| 4. | tso:r | our | 9. | nav | nine |
| 5. | pā:tsh | five | 10. | dAh | ten |

Programme 23

I. In this Programme, we introduce simple verb forms

A.	gatshun	to go	karun	to do
	va:lun	to bring down	barun	to fill
	so:zun	to send	n'un	to take
	d'un	to give	pakun	to walk

B. Other vocabulary items

kot	where	ba:g	garden
mãz	in	mãDi:	market place
pi:T'	box	akh	one
zI	two	pÃ:sI	money
k'h	some	parva:y	care, worry
sI:t'	with	kAts	many
do:s	friend		

C. Datives

me	to me	tse	to you
t>hi	to you	asi	to us

II. Now listen to the conversation

A: he: tse kot chuy gatshun ? Hey! where are you going?

R: me chu ba:gas mãz gatshun I have to go to the garden.

A: tati k'a chuy karun ?

What are you going to do there?

R: tati chi k'h mozu:r timan
chi tsu:Th' va:lin' . tim chi
pe:T'an barIn' . paga:h chi
manDi: so:zin' .

Some labourers are there. They
have to bring down (pluck)
apples. These are to be
Packed in wooden boxes and
will be sent to market
tomorrow.

A: me ti che akh zI peTi zoru:rath

I too need one or two boxes.

R: k'h parva:y chu nI. pAkiv me
sI:t'.

Doesn't matter. Come along
with me.

A: kAts pÃ:nsI chi din' ?

How much is to be paid ?

R: t̃ hi chivnI pÃ:sI din' .toh'
chiv SA:n' do:s

You don't have to pay money.
You are my friend.

III. Listen and repeat

1. tse kot chuy gatshun?
2. me chi tsu:Th' va:lin'
3. tim chi manDi: so:zin'
4. tse kAts pe:T'i chay nini
5. tsI pakh me sI:t'
6. k'h chu nI parva:y
7. pÃ:sI chi nI din'
8. tsu:Th' chi dili so:zin'
9. pÃ:sI chi si:t' nin'

IV. Listen the names of some fruits and try to remember

tsu:Th'

apple

Tāg

pear

gila:sI	cherry	Du:n'	walnut
tul	mulberry	tse:r	apricot
tsInun	peach	bamtsu:Th	beach palm
dach	grapes	ba:da:m	almond
dA:n	pomegranate		

V. Listen and remember the numerals

11	kah	eleven
12	bah	twelve
13	truvah	thirteen
14	ts>da:h	fourteen
15	pādah	fifteen
16	shurah	sixteen
17	sadah	seventeen
18	ardah	eighteen
19	kunIvuh	nineteen
20	vuh	twenty

Programme 24

I. This Programme introduces the basic verb form used as an imperative.

A. The verbs introduced are:

v>th	get up	kar	do
di	give	a:lav	call
vall	come	kAriv	please do
gatsh	go	an	bring
prItsh	ask	An'zi	may bring
vuch	see	kho:l	open
rATiv	hold	ne:r	leave
atsh	enter	yizi	should come

II. Listen the conversation

“ *ba:zar gatshun* ”

A: Ali: tsI v>th v>n'. shra:n kar

R: ca:y cha: taya:r ?

A: a: sabzi: chanI kishi~n'

R: gullI kati chu ?

A: su chu yet:t: va:ri manz po:shan
sag diva:n.

R: tAmis kar a:lav

“ *visit to market* ”

Ali get up now. Have a shower.

Is the tea ready ?

Yes, (but) there are no vegetables.

Where is Gula ?

He is here. He is watering the flowers in the kitchen garden.

Call him.

- A: acha: Gula: vala: yu:r'
 G: Jina:b toh' kAriv hukum.
 A: tsI kar kA:m ba:zar gatsh tati
 an sabzi:
 G: k'a: haz sabzi: ?
 A: nasi:mas prItsh.
 N: tsI an ha:kh tI ra:zma:h.
 pa:lakh ti An'zi beyi hezi muji,
 tI ni:l'martsvã:gan.
 A: beyi vuchtI ga:DI ti. almA:r'
 kho:l tI m'o:n bATwI an yu:r'.
 G: rATiv haz
 A: raTh yim r>pyi.neI:ir jal. akhbar
 ti An'zi
- Okay, Gula come here.
 Sir please order.
 You do one thing. Go to
 the market and get
 vegetables.
 What vegetables sir.
 Ask Nasima.
 Get hakh (Karam) and
 beans. Get spinach
 Also, radish and
 green chilies as well.
 Look for the fish also.
 Open that EAlmira and
 get me my purse.
 Please take it.
 Take this money. Go
 fast. Get a newspaper
 as well.

III. Listen and repeat

- | | |
|-----------------------|------------------|
| 1. ca:y kar taya:r | 8. kamrI kho:l |
| 2. batI khe | 9. po:sh vuch |
| 3. ca:y ce | 10. garI atsh |
| 4. vaII yu:r' | 11. tAmis prItsh |
| 5. kita:b an | 12. pÃ:sI rATiv |
| 6. asho:kas kar a:lav | 13. yeti ne:r |
| 7. me:vI An'zi | 14. jal yizi |

IV. Listen and remember the list of vegetables

sabzi:	vegetables	ha:kh	Habh
pa:lakh	spinach	muj	radish
g>gji	turnips	ra:zmah	beans
o:luv	potato	ganDI	onion
band	cabbage	phu:l gu:bi:	cauliflower
nadur	lotus root		

V. Listen and remember the numerals

21	akIvuh	twenty one
22	zIto:vuh	twenty two
23	trovuh	twenty three
24	tsovuh	twenty four
25	pÃtsIh	twenty five
26	shetIvuh	twenty six
27	sato:vuh	twenty seven
28	aTho:vuh	twenty eight
29	kuntrlh	twenty nine
30	trlh	thirty

Programme 25

- I. This lesson introduces you to the main verb and its various forms progressive (present and past). There is no difference in present progressive and present indefinite in Kashmiri.
- A. In Kashmiri, the verb bases like par khe ce, etc., are used as the imperatives as well. Some of the verbs used are:

beh [beha:n]	par [para:n]
ro:z [ro:za:n]	kar [kara:n]
khe [kheva:n]	ce [ceva:n]

B. Vocabulary used

va:ray	O.K.	ahnu:	yes (non hon)
vala:	come (imp)	bihu:	sit down (imp)
para:n	reading	chukh	you are
osus	I was	ciTh'	letter
ro:za:n	living	dil	Delhi
karun	to do	Tre:ning	training
yeti	here	brōh	before/earlier
von'	now	DaakTar	doctor
ca:y	tea	te:l vor	a type of bakery
d>d	milk	teli	then
yiml	I will come	A:sha kArith	with pleasure
ha:	address term (informal)	sha:man	in the evening
p>phtlr	beni	cousin (father's sister's daughter)	

II. Listen to the conversation of two friends

Ramesh:	ada:b Nazir sA:b	Adaab, Nazir Sahib.
Nazir:	ada:b.k'ho: va:ray	Adaab. How are you?

Ramesh:	ahnū: va:ray.	yes, okay.
Nazir:	vala: bihu:	Come sit.
Ramesh:	tsI k'a chukh para:n ?	What are you reading?
Nazir:	bI o:sus ciTh' para:n	I was reading a letter.
Ramesh:	yi kAm'sIz ciTh' cha ?	Whose letter is this?
Nazir:	yi chi m'a:ni p>phtIri bene nanIn' ciTh'	This is my cousin Nana's letter.
Ramesh:	s> kati cha ro:zan ?	Where is she living?
Nazir:	s> chadili ro:za:n	She is living in Delhi.
Ramesh:	s> k'ah cha kara:n ?	What is she doing ?
Nazir:	s> chi Tre:ni~g kara:n	She is doing training.
Ramesh:	s> A:s na: yeti para:n ?	Was she not studying here?
Nazir:	s>A:s brōh yeti: para:n magar v>n' chas> dili Da:rTari: kara:n	She was studying here. previously, but now she is studying medicine in Delhi.
Ramesh:	tsI chukha: sha:man ca:y ceva:n?	Do you take tea in evening?
Nazir:	bI o:sus brōh ceva:n magar v>n' chus bI sha:man d>d ceva:n tI te:lvor kheva:n.	I was taking previously , but now I take milk in the evening with the baked bread (telwor).
Ramesh:	acha: teli yimI bI sha:man	Okay then I will come in the evening.
Nazir:	ha: yisA A:sha: kArith	Yes, do come with pleasure

III. Listen and repeat

1. k'ho: va:ray chukha: ?

2. tsI k'ya chukh para:n ?
3. bI o:sus ciTh' para:n
4. s> kati cha ro:za:n ?
5. s> cha dili ro:za:n
6. s> A:s brōh yeti para:n
7. tsI chukha: sha:man ca:y ceva:n ?
8. acha: ! teli yimI bI sha:man
9. yisA A:sha: kArith

IV. Listen to the modes of address and greeting

salamva:laykum (sala:m)	Geeting word
namaska:r	Greeting word
a:da:b	Greeting word
va:ray chukha: ?	Are you O.K.?
va:ray chiva: ?	Are you (hon) O.K.?
khArIy cha: ?	Are you O.K.?
bADiv bhagva:nas hava:II	You may leave, God bless you
shukriya	Thanks.

Programme 26

I. This Programme introduces you to the future tense simple and progressive. In Kashmiri, future tense is indicated by auxiliary a:si and a:san.

A. The verbs introduced in this conversation are:

a:sun	to be	a:skha: ?	Will (you) be ?
	(auxiliary)	a:si	will be
		a:sakh	you will be
		a:sa:n	(progressive)
va:tun		va:ta:n	arriving
		va:ti	will arrive
pakun		paka:n	walking/arriving
		a:si paka:n	will be arriving
pra:run		a:sakh pra:ran	(you) will be waiting
gatshun		to go	
karun		to do	
h'on		hemI	I shall buy
ne:run		ne:r	leave (imp)

II. Listen to the conversation

Zoon:	kehe: ra:jay, va:ray chakhay ?	Hey! Raji are you fine?
Raji:	ahni: va:ray	Yes fine.
Zoon:	haye: dewA:li karly che?	Hey! When is the Diwali ?
Raji:	zAhra: a:si tsAdIrva:ri d>:hI	Perhaps, it falls on Monday
Zoon:	kinI bomva:ri d>:h	I think may be on Tuesday.
Raji:	khabar ciThiy chenI va:ta:n az ma:h va:ti	I am not sure. There is no letter. May be I will get it today.

Zoon:	kAm' sIz ciTh'?	Whose letter ?
Raji:	De:Di sI~z ciTh'hay a:si paka:n dewA:li: chena:	Dady's letter.It must be on way, because it is Diwali.
Zoon:	tim kati chi a:sa:n ?	Where is he ?
Raji:	tim chi a:sa:n kAshi:ri.	He lives in Kashmir.
Zoon:	tsI a:skha: paga:h yetiy pra:ra:n ?	Will you be waiting here tomorrow.
Raji:	na , pagah chu me ba:zar gatshun.	No, I have to go to the market tomorrow.
Zoon:	tati k'ah chuy karun ?	What will you do there ?
Raji:	bI hemI sa:ma:nI tI sabzi:	Iwill buy goods and vegetables
Zoon:	acha: ne:r kh>da:yas hava:II	Okay go ahead.God bless you.
Raji:	adbi: va:rIvati ro:z	Okay, god bless you.

III. Now we listen to the words you have heard in the conversation again

va:ray	O.K	va:rIvati	O.K.
haye:	address (vocative)	devA:li:	Diwali (Indian festival)
zAhra:	probably/ apparently	tsAdIrva:r	Monday
bomva:r	Tuesday	dohi	(on the) day
khabar	I don't know	paga:h	tomorrow
sa:ma:nI	grocery	sabzi:	vegetable
adbi:	address term (feminine)	va:rIvati ro:z	be in good shape
kh>da:yas haVa:II		God bless you	

IV. Listen and repeat

1. haye: de:vA:li: karly chi ?
2. zAhra: a:si tsÃdIrva:ri d>hl
3. kAmisI~z ciTh' va:ti:
4. De:Di: sI~z ciTh'
5. kAm'sund ka:D va:ti:
6. bA:y sund ka:D
7. tim kati chi a:sa:n?
8. tim chi a:sa:n kAshi:ri
9. tse k'ah chuy ba:zrI karun
10. bI hemI sa:ma:nI tI sabzi:
11. acha: ne:r kh>da:yas hawa:II
12. adbi: va:rI vati ro:z

V. Listen and remember the "days of week"

tsAndIrva:r	Monday
bomva:r	Tuesday
b>dva:r	Wednesday
brasva:r	Thursday
shokurva:r/Juma:h	Friday
baTIva:r	Saturday
a:thIva:r	Sunday

Programme 27

I. This Programme introduces -

A. Postpositions

peTh	on/over	manz	in
peThI	from	nish	near
			sI:t' with

B. Seasons

sõ:th	spring	retlko:l	summer
harud	autumn	vãdI	winter

I. Other vocabulary items

kAshi:r	Kashmir	kA:shur	Kashmiri
seTha:	much	ath	to this
Ãd' Ãd'	around	ba:l	hill
jangal	jungle	kIsImva:r	various types
kul'	trees	tso:r	four
mo:sam	weather	nebrI	from outside
sA:lA:n'	visitors	yiva:n	coming
gri:s'	farmers	khahan	fields(to)
ne:ra:n	leaving	da:n'i	paddy
vava:n	sowing	z'a:dI	much
garIm	hot	lo:na:n	harvesting
lukh	people	kulev	from trees
pAp'	ripe	mevI	fruit
va:la:n	bringing down	shi:n	snow
peva:n	falling	saphe:d	white
zAmi:n	earth	gatsha:n	going

ka:ngIr	kangri	tapa:n	(to) warming
vush'ne:r	warmth	zya:dI	more
baTl	rice	kheva:n	eating
ma:z	mutton	ha:kh	karm sag
sabzi:	vegetables	shi:r' ca'y	salted tea
kAhvI	kahwa	ceva:n	drinking
tsoT	bread	ka:ndur	bakerman
ana:n	bringing		

III. Listen a passage on

KAshi:r tI kA:shir'

kAshi:r cha seTha s>ndar.ath And' And' chi ba:l ba:lan peTh chi jangal. janglan manz chi kIsImwa:r kul' kAshi:ri manz chi tso:r mo:sam so:nt, reTlko:l, harud, tI vandI. so:ntas manz chi nebrI peThI sA:lA:n' yiva:n gri:s' chi kha:han peTh nera:n tim chi da:ni vava:n.retIko:l ti chu nI zya:dI. garIm a:sa:n. hardas manz chi da:ni lo:nan lu:kh chi kulev peThI pAp'mevI va:la:n. wandas manz chu shi:n peva:n.zAmi:n cha shi:nI sI:t' safed gatsha:n lu:kh chi ka:ngIr tapa:n ka:ngri sI: tchu vushne:r gatsha:n .kA:shir chi zya:dI tar baTl khewa:n batas sI:t' chi ma:z ha:kh tI sabzi khewa:n kAshir' chi shi:r' ca:y tI kAhvI ceva:n ca:yi sIt' chi tsoT kheva:n.tsoT chi ka:ndris nish' ana:n kA:shir' chi mehma:n nava:z.timan nish' che pAtshis kadIr.

Kashmir and Kashmiris

Kashmir is very beautiful. It is surrounded by hills. Forests cover hills. There is a variety of trees in the jungles. Kashmir has four seasons. Spring summer autumn and winter. The visitors come from outside in the spring. Farmers come to the fields and sow paddy. It is not very hot in summer. Paddy is harvested in autumn. People pluckripe fruits from the trees. It snows in the winter. Earth becomes white because of the snow. People keep themselves warm with the help of kangri. It brings warmth.

Kashmiris are mostly rice eaters. They take mutton, hakh or other vegetables with rice. Kashmiris enjoy salty tea and kehwa. They take bread with the tea. The bread is brought from the bakerman. Kashmiris are hospitable. They honour the guest.

IV. Listen and repeat

1. so:ntas manz cha kam garmi: a:sa:n
2. retikA:lis manz chi sA:lA:n' yiva:n
3. hardas manz chi da:ni lo:na:n
4. vandas manz chi ka:ngIr tapa:n
5. kAshi:r cha ba:lav sI:t' vAlith
6. kulen peTh chi mevI papa:n
7. shuren sI:t' chi bAD' da:ni lo:na:n
8. ka:ngIr chi sA:ri: tapa:n
9. kAshi:ri chu shi:n peva:n
10. bI chus kAhvI ceva:n

V. Listen, repeat and remember

A. Seasons of year

sō:th	Spring	retlko:l	Summer
harud	Autumn	vandI	Winter
vAhra:th	Rainy season		

B. Cultural items

kā:gIr	kangri	pheran	pheran
sama:va:r	sama:va:ar		

C. Dishes and drinks

ma:z baI Mutton and rice

roga:n jo:sh

matsh

kAliyi

g>sh̄ta:b Non Veg dishes

ristI

methi ma:z

kAhvI

m>gII' ca:y Kinds of tea

nu:nI ca:y

Programme 28

I. This Programme introduces you to the simple past intransitive verbs

A. The verbs introduced here are:

yun	to come	a:v	he (came)
a:yi	they came	a:yivI	you (pl) came
a:s	I came		
a:sun	to be	a:san	auxiliary Progressive
ne:run	to leave	dra:yivI	you left
thakun	to be tired	thAkivI	you got tired
shōgun	to sleep	shō gvI	you slept
		shō gus	I slept
n?dIr yin	to fall asleep	n?dIr	fell asleep
		a:yi	
pakun	to walk	pAkiv	you come (imp)/walk
khasun	to ascend/go	khasav	let us go
vasun	to descend/return	vasav	we will return

II. Now, listen to the conversation

Ramesh:	namaska:r toh' kar a:yivI	Namaskar, when did you come?
Nazir:	namaska:r bI a:s ra:th	Namaskar, I came yesterday.
Ramesh:	dili pyaThI kar dra:yivI ?	When did you leave? Delhi (for here)?
Nazir:	bI dra:s ra:th sha:man , tI az subhan vo:tus	I left yesterday evening and arrived this morning.

Ramesh:	saphras manz thAk' va:?	Did you get tired in the travel?
Nazir:	bI thokus nI albatI tAbiyath o:sum nI Thi:kh.	No. I did not get tired, But I wasn't feeling well.
Ramesh:	shō gvI na:?	Didn't you sleep?
Nazir:	ahansa: shō gus magar thaka:vaTh tsAj nI .	Yes I did sleep but I am still tired.
Ramesh:	n?dIr a:yivIna:?	Couldn't you sleep?
Nazir:	n?dIr a:yi magar kha:s nI k?h	I did sleep, but not a good one.
Ramesh:	acha: pAkiv garI khasav	Well let's go home.
Nazir:	adI pAkIv gāTI khĀD' vasav va:pas	Ok let us go, we will return in an hour or so.
Ramesh:	ti gav ja:n .	That's fine.

III. Listen to the vocabulary items (time adverbials)

ra:th	yesterday	subhan	in the morning/ tomorrow
sha:man	in the evening	paga:h	tomorrow
kA:lk'ath	the day after	u:trI	the day before
re:t'	after a month	vIhIr'	after a year
duphA:ran	in the afternoon	ra:thk'uth	during night
d>hali	during the day		

IV. Listen and repeat

1. toh' kar a:yivI?
2. bI a:s ra:th
3. mohanI kar vo:t ?
4. mohanI vo:t ra:th
7. nazi:r shōga:h ?
8. ahan mahara: shōg.
9. rame:sh votha: n?dri?
10. ahan haz voth

5. tsI thokIkha: az ? 11. myo:n garI khAs' va:h az?
 6. na, bI thokus nI 12. zaru:r khasav.

V. Listen to the numerals

31	akItrIh	Thirty one
32	d>ytrIh	Thirty two
33	teytrIh	Thirty three
34	ts>ytrIh	Thirty four
35	pA:tstrIh	Thirty five
36	sheytrIh	Thirty six
37	sattrIh	Thirty seven
38	artrIh	Thirty eight
39	kunItA:jih	Thirty nine
40	tsatjih	Forty

Programme 29

I. This Programme introduces you to simple past tense with both transitive and intransitive verbs

a:s	came	vothus	I got up
kor	did (m)	bano:v	made
ani	brought	ceyi	drank
kheyi	ate	a:yi	came
kAr	did(f)	A :s'	were
tro:v	left (turned on)	gav	went
khev	ate	dra:yi	left
prutsh	asked	dra:yivI	you left
prutsh	asked	ni:riv	leave
tsa:s	entered (I)	por	read

II. Listen to the narration “ What I did yesterday ”

me k'a: kor ra:th

ra:th A:s a:thva:r.bI vothus suli: nendri.me kor shra:n.nIsi:man banA:v
 ca:y.Gulan An' ba:zrI tsoT tI lava:sI. asi ceyi ca:y.me kheyi tsoT.nAsi:man
 khev lava:sI.tyuthuy a:yi myAn' zI do:s timav ti ceyi ca:y patI kAr asi
 katha: ba:tha: shur' A:s' gari.timav tro:v T.V.GullI tsa:v ba:gas manz
 Tam'An'ambIr' tsu;th'.asi kheyi tsu:Th patI dra:yi myA:n' do:s me
 prutsh timan toh' kot drayivI .timav von asi cha kA:m bI ti tsa:s panInis
 kamras manz.me pAr akh na:val.nasi:man por akhba:r.patI kor asi a:ra:m.

What I did yesterday?

It was Sunday yesterday. I got up early. I had a wash. Naseem fixed the tea and Gull fetched the baked bread and lavas from the market. Around at that time my two friends showed up. They too drank tea and later we had a chat. The children were at home. They turned the TV on. Gull entered the garden. He got some ambbari apples and we ate them. Then my friends left and I asked them where were they going. They said, “We have some work”. I went to my room. I read a novel. Nasim read the newspaper. Then we rested.

III. Listen and repeat

- | | |
|----------------------|------------------------|
| 1. su gav dili | 7. As' a:yi va:pas. |
| 2. tAm' khev me:vi | 8. me prutsh tAmis. |
| 3. bI a:s ra:th. | 9. As' dra:yi va:pas |
| 4. bI vothus nendri. | 10. tim dra:yi va:pas. |
| 5. me ani ts>ci | 11. bI tsa:s andar |
| 6. me ceyi ca:y. | 12. me por ra:ma:yan. |

IV. Listen and remember the names of animals

ga:v	cow	dā:d	bull	gur	horse
u: T	camel	khar	donkey	mA:sh	buffalo
hos	elephant				

V. Listen and remember names of birds

ka:v	crow	tsAr	sparrow	kotur	pigeon
mo:r	peacock	k>kur	cock	gā:Th	eagle

ÃAz swan batukh duck

Programme 30

I. This Programme introduces -

A. Perfective aspect of verb

The verbs employed are:

go:mut	gone (M)	a:mIt'	came (Pl.)
ph'u:rmu	wandered (M)	gA:mIt'	gone (Pl)
ru:zmIts	stayed (F)	khAtsmIts	climbed up (F)
khotmut	climbed (M)	gatshun	to go
vA:tsmIts	reached (F)	a:vur	busy

II. Listen to the conversation

“kAshi:ri gatshun”

a visit to Kashmir

- | | |
|---|--|
| <p>N: tsI chukha: zã:h kAshi:ri gomut ?</p> | <p>Have you ever been to Kashmir ?</p> |
| <p>A: a: bI o:sus parus to:r go:mut.
bI o:sus tati Akis haphtas.</p> | <p>Yes, I had been there last year. I stayed there for a week.</p> |
| <p>N: tsI o:skha: kunuy zon ?</p> | <p>Were you alone?</p> |
| <p>A: na m':en' garik' ti :As' me
sI:t' a:mIt'.</p> | <p>No my family was with me.</p> |
| <p>N: tsI kath kath ja:yi chukh ph'u:rmu?</p> | <p>Which places have you visited ?</p> |
| <p>A: pahalgam tI gulmarg</p> | <p>Pahalgam and Gulmarg</p> |
| <p>N: bI ti A:sIs parus gulmarg gA:mIts
bI chas tati ra:tas ru:zmIts.tati
chas bI ganDo:lahas ti khAtsmIts.</p> | <p>I too, had been to Gulmarg last year. I have stayed there over night. I have also had a</p> |

- A: bI chus Dalas ti ph'u:rmuṭ .bI o:sus
nI zā:h shika:ri khotmuṭ.ja:n
maZI a:v .
- N: yuhus chu na: gatshun ?
- A: na .tse chuya: gatshun ?
- N: a: navi reṭI a:sI bI kAshi:ri
vA:tsmIts . pakh tsI ti.
- A: na asi chu IADbas kas kha:ndar
.bI a:sI timan dohan kha:ndras
sI:t' a:vur.
- trip in the chair lift.
I have also visited Dal
lake. I had never
enjoyed the Shikara ride.
Aren't you going this
Year?
No. are you going ?
Yes, in the next month I
would have arrived in
Kashmir. Come with me.
No. We have our son's
marriage . I would be
busy with the wedding
ceremony.

III. Listen and repeat

1. tse chutha: a:gra: vuchmuṭ ?
2. bi chus dili go:muṭ.
3. tsI o:sukh kAshi:ri go:muṭ.
4. tim A:s' yo:r a:mIt'
5. su o:s sA:r'sIy ph'u:rmuṭ.
6. s> cha tati ru:zmIts
7. shur o:s kulis khotmuṭ
8. tAmis o:s soku:l gatshun.
9. tsI A:sIkḥ nAzdi:kh vA:tsmIts
10. su o:s sakh a:vur

IV. Listen and remember means of communication

bas	Bus
Ta:ngI	Tonga
re:l	Train
havA:yi jaha:zI	Aeroplane
shika:rI	Boat
rikshI	Rickshaw
Teksi:	Taxi
a:To:	Auto
meTro	Metro
saykI	Bicycle

Programme 31

I. This Programme introduces perfective aspect

The verbs employed are:

vuchmut	seen	prutsmut	invited, asked
khyomut	eaten	ranimatsI	cooked (F)
bu:zmut	heard	n'u:mut	taken
h'otmut	bought	gA:mIt'	gone (P)

II. Listen to the conversation

kA:shur kha:ndar

“Kashmiri marriage”

Ali: nasi:ma: tse chutha: kA:shur
kha:ndar vuchmut ?

Have you seen
(attended)
a Kashmiri marriage ?

N: a: me chu kAshI:ri akh do:s .
tAmis o:s parus kha:ndar.tAm'
o:s me sa:las prItshmut.me
A:s' mami: DeDi: ti si:t'.

Yah, I have a friend in
Kashmir. He had the
wedding during the last
year. He had invited me.
I was accompanied by
my Mummy and Daddy

A: Teli a:sivI t>hi va:zIva:n
khyomut ?

Then you would have
enjoyed “vazwaan’(a
special feast) .

N: a: asi chu kh'omut.timav a:sI
va:rya:h ziya:phtsi ranimatsI.

Yes, We have eaten that
feast also. They had pre-
pared many good
preparations.

A: kya: kya: ?

What varieties?

- N: kaba:b, g>sh̄ta:b, yekhIn', ristI
yakhni, tI tabakhna:Th .
A: me chu bu:zmut, kA:shur kha:ndar
chu vuchun la:yakh a:sa:n
N: a: chu th Thi:kh bu:zmut.tse
kati chath tihInz mA:zira:th
vuchhmIts.
A: t>hi o:sva: timan k?h prazant
nyumut ?
N: a: me:n' DeDiyan o:s dili
ca:ndi seT h'otmut.su d'ut
asi timan.
A: tim a:san seTha: kh>sh gA:mIt'
N: a: tim gAyi s'aTha: kh>sh
- kababs, goshtabs,
rista and tabakhnat.*
I have heard that
Kashmiri weddings are
worthseeing.
Yes, You have heard
right. Where have you
seen their Manzira:th.
(you haven't seen it.)
Had you taken some
present for them.
My Daddy had brought
a silver set from Delhi.
We gave it to them.
They would have felt
very happy.
Yah, they were very
happy

III. Listen and repeat

- | | |
|---------------------------------|--------------------------------|
| 1. tAm' A:s kAshi:r vuchmIts | 4. asi cha sabzi: ranInA:vmIts |
| 2. asi o:s sa:Irnlly prutshmut | 5. tAm' o:s maka:ni hyotmut |
| 3. tse chuth va:zIva:n khyo:mut | 6. tim A:s' shahar gA:mIt' |

IV. Listen and remember the body parts

kall	head	athI	hand	buth	face
nAr		- nari	arm		arms
zāg		- zāgi	leg		legs
dād	teeth	vuTh	lip(s)	A :s	mouth

Ach	eye(s)	kan	ear	yaD	belly
õglj	finger	õglji	fingers	mas	hair

va:rya: kasIb hechinA:v'.

trained the locals in various skills.

N: Dapa:n tAm' sIndi vakhatI o:s
kA shi:ri manz miltsa:r

It is said that during his reign there was brotherhood among the Kashmiris.

A: a: tami bro:hA:s'sultan
sikandaran kA:sir' pAnDith
kAshi:ri manzI tsalnA:vimit'.

Yes, before his reign Sikandar sultan had shunted out the Kashmiri Pundits from Kashmiri Badshah arranged their return.

baDsha:han anInA:v'tim
va:pas .

N: tAm' cha kA:shir zaba:n ti tarki:
karnA :vmIts.

He got the Kashmiri language also developed.

A: a: tAm' pak no:v kA:shur ko:m
prath rangI bro:nh .su o:s A:liman
kadIr kara:n tI timan khya:van tI
cha:van .tAm' lekhno:v Sri Bhat
ja: tava:ribh su o:s ja:yi ja:yi dra:ma
gindna:va:n

Yes, He got the Kashmiri community developed in various ways. He used to honour the scholars and treat them well. He got Sri Bhat to pen down the history of Kashmir. He used to get the plays performed.

III. Listen and repeat

1. tAm' karnA:v chuTi
2. me bo:znA:v' sA:riy kath
3. sarka:ran bana:vi na:vi saDk

4. timav khanInA:v' khoD
5. me bula:vnA:v' lADki
6. sikandaran A:s' baTI tsalnA:v mit
7. su chu tAmis batI khya:va:n
8. tAm' le:khno:v akh maka:II
9. tim chi shuren gindIna:va:n
10. bI chus kA:shur parnava:n

IV. Listen and remember the flowers

gula:b	rose
japhur po:sh	marigold
yembIrz>l	lily
guliaphta:b	sunflower
pampo:sh	lotus
Te:kIbaTan'	lily
Ashki peca:n	panzy
bumi po:sh	tulip

Programme 33

I. This Programme introduces you to the modal verbs in Kashmiri. The modal verbs in Kashmiri are:

hyakun	can
tagun	to know
pazun	should, ought
va:tun	should
banun	be able to
yatshun	to wish
lagun	ought to

II. Listen to the conversation

- | | |
|--|--|
| A: tsI hyakIkha yi ka:r calA :vith? | Can you drive this car? |
| R: na, me chanI taga:n gA:D' cala:vIn'. | No, I do not know driving |
| A: tse paziy gA:D' cala:vIn' hechin' | You must learn driving |
| R: ti chu Thi:kh , me va:ti von' gA:D: cala:vIn' hechin'. | That is right, I should learn driving now. |
| A: me cha taga:n gA:D' cala:vIn' magari me bani nI az cala:vIn'. | I know driving but I won't be in a position to drive me chu khoras logmut today. My foot is injured. |
| R: tsI chukha yatsha:n az shahar gatshun ? | are you intending to go to city today. |
| A: a: me va:ti gatshun. | Yes. I should. |
| R: pakh, basi maz gatshav, sha:man ta:m hyakav va:pas yith | Come on Let us go in a bus, we can return by evening. |
| A: adI pAkiv | Okay let us go. |

III. The modal verb forms used in the conversation are:

[hyakun]	hyakIkha	could you
[tagun]	taga:n	to know how to (Progressive)
[pazun]	paziy	you should /ought
[va:tun]	va:ti	I should
[banun]	bani	to be able
[yatshun]	yatsha:n	to wish (progressive)
[lagun]	laginI	ought not to
	lagi	ought to

IV. Listen and repeat

1. tsI hyakIkha: yi ka:r calA:vith
2. a: bI hyakI cal :vith
3. tse chaya: taga:n gA:D: calavIn'
4. a: me che taga:n gA:D: calavIn'
5. me ti pazi driAvari: hechin'
6. tse va:ti: teli kÃsi drvaras nisi hyechun
7. me bani nI az gA:D' cala:vIn'
8. tse va:ti: to:ti ku:shish karIn'
9. az lagi nI gA:D' cala:vIn'
10. teli kar lagi
11. pagah

Programme 34

I. This Programme introduces adverbials

yeti	here/at this place
yot	here
yetan	here
yo:r	here
yeth	this
katen	where
h>th	to that
tati	there
pathkun	at the back
brō: Thkun	at the front
tath	to that
yepA:r'	this side
kati	where
tati	there

II. Listen to the conversation

<p>N: vAliv Atsiv, ali sA:b bihiv yeten.az kith pA:Th' yot ?</p>	<p>Come in.Mr.Ali, sit down here.What brings you here today?</p>
<p>A: bas yapA:r' o:sus paka:n me su:ch yo:r ti yiml toh' chiva: yeth kamras</p>	<p>I was just passing hereby I thought I should come here or. Do you sit in this room.</p>

manz beha:n ?

- N: a: yeth kamras manz chi bI tI Rahma:n sA:b beha:n Yes, I and Mr.Rehman sit in this room.
- A: saha:b katen chu beha:n ? Where does your boss sit ?
- N: saha:b chu h>th kamras māz a:sa:n The boss sits in that room.
- A: yi kamrI chu l>kuT.toh' chiva: yeti va:ta:n.hu kamrI chu boD.toh' k'a:zi chiv nI tati beha:n. This room is small. Do you find it enough ? That room is big. Why don't you sit there ?
- N: na tati chu nI ga:sh .su chu na: pathkun.yi kamrI chu brō:Thkun . No that room does not have enough light. That room is at the back side. This room is on the front.
- A: Tath kamras cha na: dA:r ? Doesn't that room have a window?
- N: a: tath cha akh dA:r magar s cha l>IT Yes, that has one window. but that is small.
- A: yeth kamras cha baji da:ri. yepA:r' a:si ja:n hava: ti yiva:n. This room has big windows. It should be allowing in enough air.
- N: a: yeti peThI cha sahab sIndis kamaras kun ti nazar Yes, one can see directly at the boss's room from here.
- A: t>hi kati chu De:rI ? Where do you stay?
- N: me chu pomprI DerI. I stay at Pampore.
- A: Tati peThI ma: chu du:r gatsha:n. Is it not far away from there.
- N: na sahab ti chu tati ro:za:n su chu to:r ka:rimanz yiva:n gatsha:n .bI chu tAs' sI:t' No, the boss also stays there. He shuttles there in his car. I come with him only. That is

	yiva:n tamikin, chu nI dur: ba:sa:n	why it does not look far away.
A:	ti gav ja:n ad sA: tI las	That is fine. God bless you

III. Listen and repeat

1. yeti cha tI:r
2. yot a:v āgre:z
3. yo:r chi shi:nI ambar
4. hoten chu jalsI
5. hot ti chu gatshun
6. hoti p'av shi:n
7. tati A:s tI:r
8. tot gAyi sA:ri: lu:kh
9. to:r o:s po:ni: po:n'

IV. Listen and repeat some more adverbial forms

subhan	in the morning
sha:man	in the evening
duphA:ran	in the afternoon
d>has	during the day
ra:tas	during night
yeti	here
hoti	there (within sight)

tati

there (out of sight)

kati

where

Programme 35

I. This Programme introduces to the comparatives and reduplicatives in Kashmiri

kho:tI compared to

va:rI va:rI slowly

kara:n kara:n while doing

II. Listen to the conversation

- | | | |
|----|--|--|
| A: | mohna:tsI kar a:kh kAshi:ri
peThI ? | Mohan, when did you
return from Kashmir ? |
| M: | bI ha: a:s u:trI | I came day before yesterday |
| A: | tati kyuth mosam chu az
kal ? | How about the climate
there ? |
| M: | tati cha yeti ki kho:tI tI:rIy
paham. | It is a bit colder there
than here. |
| A: | yeti chi tati ki khotI hame:shI
garami a:sa:n | It is always hotter here
than there. |
| M: | v>lsA:va:rI va:rI v>ti yeti
ti tI:r . vāḍI a:v na ? | Okay gradually it will
be cold here also
Winter has set in ? |
| A: | to:ti chu roza:n tati ki khotI
vushne:r | Even then it is hotter
here in comparison to
that place . |
| M: | hayo: tse vuchthana: mushta:k? | Hey, did you see Mushtaq ? |
| A: | ahunu: me samkh'av ra:th | Yes, I met him yesterday. |
| M: | k'ah o:s kara:n ? | What was he doing ? |
| A: | su o:s Ti:vi: vuchan | He was watching TV. |
| M: | katha: ba:tha: kArvah ? | Did you have a chat ? |

- A: kathI kara:n kara:n gAyI ra:th We passed the night
chatting.
- M: acha pAkiv ne:rav Okay, let us go.
- A: bI thokus pAk' pAk' I feel tired of walking.
basi khasav Let us board a bus.
- M: adI teli khasav basi Okay, let us board a bus.

III. The comparatives and reduplicated forms in the conversation are:

kho:tI	va:rI va:rI
kara:n kara:n	pAk' pAk'

IV. Listen and repeat

1. mohanI chu mya:ni khotI z'u:Th
2. shi:I cha kã:tIni kho:tI zi:Th
3. lAkI chi kor'an hIndi kho:tI moT'
4. kAshi:ri cha Dili hIndi kho:tI z'a:dI tI:r a:sa:n
5. pATya:la: chu je:mi khotI du:r
6. hos chu va:rI va:rI paka:n
7. slh chu te:z te:z do:ra:n
8. ko:ri cha kA:m kara:n kara:n re:Dyo: bo:za:n
9. bI chus shra:n kara:n kara:n g'ava:n

V. Listen and remember the vocabules

hame:shI	always
garIm	warm
tI:r	cold

v>lsa:	come (voc)
vushne:r	warmth
hayo:	vocative
ahunu:	yes (voc)
samkh'o:v	(he) met
katha: ba:tha:	talk
pAkiv	come (Imp)
va:rI va:rI	slowly
kara:n kara:n	while doing
te:z te:z	fas

Programme 36

I. This Programme introduces passive constructions

A. The verbs employed are:

mana:vun	to celebrate	vanun	to call/say
livun	to polish	Duvun	to broom/sweep
anun	to bring	karun	to do
ranun	to cook	kh'on	to eat
khA:tir	entertainment		

B. Vocabules used are:

- | | | | |
|-------------|---------------|----------|--------------|
| 1. d>h | 2. he:rath | 3. i:d | 4. va:zIva:n |
| 5. du:mda:m | 6. v>sI dr>sI | 7. va:zI | |

II. Now listen to this narration

he: rath tI i:d

kA shi:ri manz chi va:rya: baD' doh mana:vni yiwa:n. yiman manz shivra:tri tI i:d kha:s chu. shivra:tri chi kA:shir' pA:Th' he:rath vanInI yiva:n.he:rath cha baTan hund boD doh he:rIts brō:Th chu garan livnI DuvnI yiva:n .ami doh chu vaTukh anInI yiva:n tI vaTakas cha pu:za: karnI yiva:n Doyim d>h cha sala:m a:sa:n.

parus go:s bI Akis baTI garas manz.tami doh A:s sala:m.me a:v ja:n khA:tir karnI.va:rya:h sabzi a:sI ranInI a:mtsI. nadIr' yekhIn' A:s seTha: ja:n Damo:lu:A:s' TeTh' tim'A:s' nI khenI yiva:n.

i:d ti cha baDI du:m da:mI sa:n manavnI yiva:n.ami d>hI chi nAv' palav la:ga:nI yiva:n tI musalma:n chi nema:z parni yi:d gah gatshan garan manz chu va:zIva:n ranInI yiva:n.ts>pAr' cha v>sI dr>sI a:sa:n. m'a:ni dAs' chunI va:zIva:n ranInI yiva:n bI chus va:zan athi ranIna:va:n.

Shivaratri and Id

Several festivals are celebrated in Kashmir. Shivratri and Id is special among them. Shivratri is called 'herath' in Kashmiri. Herath is a festival of Hindus. Before Herath, the homes are cleaned and broomed. On that day 'VaTukh' is bought and worshiped. Next day is called Salam.

Last year I visited a Hindu family. It was Salam on that day. I was treated nicely. Several vegetables had been cooked. *Nadir yekhin* was delicious. *Dam aloo* was/were hoter. These could not be eaten.

Id too is celebrated with pomp and show. New clothes are worn on that day and Muslims go to the Idgah to offer nemaz. 'wazIwan' is prepared in homes. There is happiness and joy all over. *Wazwan* is not prepared by me. I get it cooked by cooks.

III. Listen and repeat

1. he:rath cha vandas manz mana:vnl yiva:n
2. shivra:tri chu kA:shir' pA:Th' he:rath vanInI yiva:n
3. maka:nI chi livni yiva:n
4. maka:nan chu Duvnl yiva:n
5. vaTukh chu anInI yiva:n
6. pu:zah cha karnI yiva:n
7. pAtshis chu khA:tir karnI yiva:n
8. damo:lu: chi ranInI yiva:n
9. t'ATh sabzi chanI khenI yiva:n

IV. Listen and memorize the following Kashmiri dishes:

- | | |
|------------------|---------------------|
| 1. damI o:lu | dish of potatoes |
| 2. nadIr' yekhIn | dish of lotus roots |
| 3. ro:gan jo:sh | dish of mutton |
| 4. matsh | dish of mutton |

- | | |
|----------------|------|
| 5. goshta:bl | -do- |
| 6. ristl | -do- |
| 7. tabakh ma:z | -do- |

V. Listen and memorize some dresses “palav/p>sha:kh”

- | | |
|----------------------|------------------|
| 1. pheran | 7. sadIr' |
| 2. kurtl pA:ja:mI | 8. ko:Th patlu:n |
| 3. phira:kh shilva:r | 9. Tu:p' |
| 4. du:t' | 10. dasta:rI |
| 5. sA:D' | 11. su:Th bu:Th |
| 6. burkI | 12. kAmiz yezarI |

Programme 37

I. This Programme introduces “pronominalization” phenomenon associated with the verb. The verbs included are:

vA:tsIm	reached me
chaham	you are ‘to me’
o:sIsath	I was to you
su:znas	he sent me/you
li:chmay	I wrote you
dAp’z’akh	you tell them
vonInav	he said to you
gatsho:vI	I will go to you
samkh’o:m	he met me
dopmas	I told him
karna:vukh	you make them do
gAyikha:	did you go
ho:vthasa:	did you show him
d’utnay	he gave you
li:khz’am	you write to me
o:snam	he had to me
vonmut	said
suvna:vun	to get stiched
vAn’zi	you may tell
prutshnav	he asked you

so:zas

I will send him/ her

II. Listen to this “letter”

m'A:n'TA:Th' nasi:ma,

cA:n' cITh' vA:tsIm .na:ra:z k'a:zi cha:ham ? bI o:sIsath ya:d kara:n.
pAt'm'an dohan o:sus sakh a:vur. sa:hban su:znas jom, avay li:chmay nI
cith'.

shur' cha: para:n ? dApizyakh DeDiyān von'nav mehnath kAr'zyav. bI
gatshho:vi natI na:ra:z. u:trI samkhyo:m tihund masTar.dopmas yim
karna:vukh mehnath. Da:kTaras gAyikha: noskhI ho:vthasa:? dava: k'a:
d'utnay ? so:ruy likh'z'am .

ra:jan o:snam vonmut pheran suvna:vun rozy k'ut ti anI phira:kh shilva:r.
timan vAn'zi DeDiyān prutshnav rang k'uth gatshi a:sun: duka:nda:ras
vAn'zi. bI so:zas pa:nay r>pyi .navi retI yimI bI garI .

co:n panun,

Ali

My Dear Nasima,

Your letter has reached me. Why are you angry with me? I was remembering you. I was too busy during the last few days. The boss had sent me to Jammu. That is why, I didn't write you a letter.

Are the kids studying? Tell them Daddy has advised you to work hard. Otherwise," I will get angry with you". Day before yesterday their teacher met me. I told him to make them work hard. Did you go to the doctor? Did you show him the prescription? What medicines has he prescribed? Write me all.

Raji has asked me to get a pheran stitched for her. I will buy a shirt and trousers for Rozy. Tell them, Daddy wants to know the colour they would like. Tell the shopkeeper; I will send him money on my own. God willing, I will come home next month.

Yours own
Ali

III. Listen and repeat

1. (cA :n') cith' vA:tsIm
2. (tsi) chaham ya:d yiva:n
3. (bI) o:sIsath ya:d kara:n
4. (bi) su:znas tAm dili
5. (me) li:chmay tse ciTh''
6. (tsI) dAp'z'akh bI chus Thi:kh
7. tAm' vonnav shã:t ro:zun
8. bI gatsho:VI na:ra:z
9. su samkhyo:m ra:th
10. me dopmas , tsI kar tshopI
11. tsI karna:vukh tim hisa:b
12. tsI gAyikha: Da:khTaras
13. pheran ho:vthasa:
14. tAm' d'utnay tse do:khI
15. tsI li:khz'em sA:rIy khabar
16. tAm' o:snam pheran mongmut
17. me chu tAmis vonmut
18. tAmis k'ut chu su:Th suvna:vun
19. me vAn'zi pazar

20. tAm' prutshnav na: k?h ti
21. bI su:znas tam'

Programme 38

I. This Programme introduces you to the conditional constructions the conditionals are:

agar	if	
teli	then	
yeli	when	
guza:rI haa	I wish (to spend)	

II. Listen to the conversation

S:	Aliya tsI gatsh kha: yuhus kAshi:ri	Ali would you go to Kashmir this year?
A:	agar chuTi: mi:jim , teli gatshI	In case I get leave I shall go. .
S:	yuhus chu na: rAshi:das kha:ndar ?	It is Rashid's marriage this year.
A:	agar tAmis no:kri: me:li teli kari su kha:ndar	In case he gets employ- ment then he will marry.
S:	tAmsIndis kha:ndras peyi:y tse gatshun	You shall have to attend his marriage.
A:	yeli su kari , teli bo:zav marries.	It will be decided when he
S	yuhus k'uth garIm ro:zi ju:nas manz ?	How hot it would be in June this year?
A	agar ru:d pev, teli ro:zi mo:sam khoshgava:r .	If it rains then it would be pleasant.
S	bI chas sō:ca:n ju:n guza:rlha: yuhus kA shi:ri:	This year I am planning to spend June in Kashmir.

100	hath	One hundred
1000	sa:s	One thousand
100000	lach	One lack
1000000	karo:r	One crore

Programme 39

I. Listen to the passage for comprehension on “Dal” (Dal lake)

Dal chu KAshi:ri hund akh s>ndar ji:l. ath vuchni chi lu:kh du:ri du:ri peThI yiva:n Dal chu siri:nagaras nish. yi chu zabarvan ba:II da:mnas tal.ath ba:II da:mnas peTh chu nisha:t, sha:II mA:r tI chashmI shA:hi A.yim mAshu:r ba:g chi m>glav ban A:vimIt'. tavay chi yiman m>gul ba:g ti vana:n.

Dal chu havus boT:av si:t'bArith havasbo:Tan manz chi retlka:li Tu:risT ro:za:n.Dalas manz chi lu:kh shika:ren keth sA:r kara:n zu:ni rA:ts manz chu Daluk naza:ri vuchun la:yakh a:sa:n. Zu:ni ga:shas chu Daluk a:b cA:nd' hyu ba:sa:n .

Dalkis yepA:rimis bAThis peTh chi va:rya: hoTal yiman manz Tu:risT ro:za:n chi beyi tarphIkis bAThis peTh chu hazratbal yet'uk darga:h chu mashu:r yo:r chi shAhri siri:nAgrIk' lu:kh juma: doh nema:z parni yiva:n.

Dalas manz cha varya: ga:DI a:sa:n DalIk'nadIr' chi lu:kan seTha pasand. Dalas sI:ti chu nig:i:n ji:l.yi chu seTha: son. Dalas manz cha I ja:yi yo:r lu:kh sA:las gatsha:n chi akh ca:r china:ri tI doyim Nehru Park.ati cha sha:man sha:man lu:kan hInz bi:ri a:sa:n .

Programme 40

I. Listen to the paassage for comprehension on “sama:va:r”

sama:va:r chu kAshiri hIndIs prath garas manz a:sa:n sama:va:ras manz
chi kA:shir' ca:y bana:va:n KA: shiren chu ca:yi hund baDI sho:kh
sama:va:ras chu na:rI ba:nI a:sa:n ath manz chi tsInI tI tyangal tra:vnI yiva:n
ath And' And' cha ca:y grakIna:vnIch ja:y a:sa:n .

sama:va:r chi mukht Alif kIsman hind' kãh chu l>kut a:sa:n kãh
boD.sama:va:r chu tramukya: sartali hund a:sa:n .

KA:shir' chi sama:va:ras manz doyi–treyi kIsmIch ca:y bana:va:n.
kA:shiren hInz kha:s ca:y cha kAhvI ath chi m>gll' ca:y ti vana:n .m> gll'
ca:yi chi A:ll , da:lci:n tI ba:da:m ti tra:vnI yiva:n .

kA :shir' chi a:m pA:Th' shi:r' ca:y cheva:n kAhvI chu miThI a:sa:n
magar shi:r'ca:y cha namki:n a:sa:n. ath ca:yi chu d>d tra:vnI yiva:n

sama:va:r kar a:v kAshi:ri, yi vanun chu mushkil .sama:va:r chu ru:sas tI
i:ra:nas manz ti a:sa:n. sama:va:r chu kA:shireyan hInzi pAtsh' IA:zi hInz
ala:math. aki lu:kI bA:tukmisrI chu

sama:va:ras tengul tra:v

vah vah ma:mI To:Th hay a:v